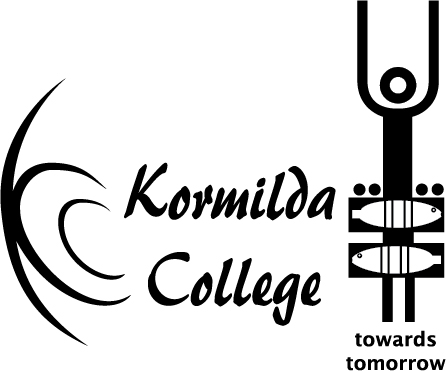
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**KORMILDA COLLEGE**

**SCOPE AND SEQUENCE**

**2011**

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# Year 6 MYP Music 2012

|  |  |  |  |
| --- | --- | --- | --- |
| **Term 1 & 2** | | **Term 3 & 4** | |
| **UNIT TITLE**  Introduction into Creative Arts | | **UNIT TITLE**  Introduction into Creative Arts | |
| **SIGNIFICANT CONCEPT**  Approaches to Learning | | **SIGNIFICANT CONCEPT**  Approaches to Learning | |
| **MYP Unit Question**  How can I develop the music in me? | | **MYP Unit Question**  How can I develop the music in me? | |
| **Area of Interaction**  (and student learning expectations)  **Organisation**: time management, goal setting. What organizational tools do I have? What aspect of my organization do I need to improve? How can I best organize myself?  **Collaboration**: working in groups.  How do I work with others and how can they work with me?  **Communication**: presenting skills using a variety of media.  What communication tools do I use and how can I better communicate my understanding?  Students will produce arts products, undertake an investigation into aspects of the music creation process and how music is inspired and created by people, develop skills improvement plan for an instrument and sundry technology used in the course, and prepare journal reflections on their learning and participation in the program. | | **Area of Interaction**  (and student learning expectations)  Organisation: time management, goal setting. What organizational tools do I have? What aspect of my organization do I need to improve? How can I best organize myself?  **Collaboration**: working in groups.  How do I work with others and how can they work with me?  **Communication**: presenting skills using a variety of media.  What communication tools do I use and how can I better communicate my understanding?  Students will produce arts products, undertake an investigation into aspects of the music creation process and how music is inspired and created by people, develop skills improvement plan for an instrument and sundry technology used in the course, and prepare journal reflections on their learning and participation in the program. | |
| **Assessment**  **Criterion A: *Knowledge and understanding***  Students will complete set sheets in music theory, research a chosen music styles and culture, investigate their own creative ability, learn how to work collaboratively in a music ensemble and prepare pieces for performance  **Criterion B: *Application***  Completion of music theory sheets  Presentation of music pieces as an ensemble.  Completion of technology elements to do with equipment operations.  Completion of skills development log and journal.  Completion of investigations into selected aspects of the music creativity.  **Criterion C: *Reflection & Evaluation***  Students will maintain a journal for the projects and evaluate their own and peers work.  **Criterion D: *Personal Engagement***  Personal engagement throughout the entire project (curiosity, initiative, receptiveness, time management, presentation of work, interaction with peers). | | **Assessment**  **Criterion A: *Knowledge and understanding***  Students will complete set sheets in music theory, research a chosen music styles and culture, investigate their own creative ability, learn how to work collaboratively in a music ensemble and prepare pieces for performance  **Criterion B: *Application***  Completion of music theory sheets  Presentation of music pieces as an ensemble.  Completion of technology elements to do with equipment operations.  Completion of skills development log and journal.  Completion of investigations into selected aspects of the music creativity.  **Criterion C: *Reflection & Evaluation***  Students will maintain a journal for the projects and evaluate their own and peers work.  **Criterion D: *Personal Engagement***  Personal engagement throughout the entire project (curiosity, initiative, receptiveness, time management, presentation of work, interaction with peers). | |
| **NTCF Outcomes / ACARA Outcomes** | | **NTCF Outcomes / ACARA Outcomes** | |
| **Res 2.1** use arts language to discuss specific features and elements of the arts and artworks in the community, acknowledging the range of individual responses and including arts from other cultures or times.  **SkP 2.1** identify and experiment with a range of arts materials, skills, techniques, processes and technologies within each art form when creating and sharing artworks. |  | **Res 2.1** use arts language to discuss specific features and elements of the arts and artworks in the community, acknowledging the range of individual responses and including arts from other cultures or times.  **SkP 2.1** identify and experiment with a range of arts materials, skills, techniques, processes and technologies within each art form when creating and sharing artworks. |  |

# Year 7 MYP Arts 2D 2011

|  |  |
| --- | --- |
| **Term 1 & 3** | **Term 2 & 4** |
| **Unit Title**  Elements of Art | **Unit Title**  Hundertwasser – Watercolour Painting |
| **Significant Concept**  Significant Moments | **Significant Concept**  Extinction is Forever |
| **MYP Unit Question**  How do I visually represent significant moments in my life by applying my knowledge of the elements of art? | **MYP Unit Question**  How can I raise awareness about environmental issues that will have an impact on my future? |
| **Area of Interaction**  **Human Ingenuity**   * In what ways can the developmental workbook be used as an approach to learning about art? * How do I plan and organise my work effectively? * What can I create in response to personal ideas or feelings? | **Area of Interaction**  **Environments**   * What power do artists have today to communicate environmental issues to the world? * What do I want to change or bring greater awareness to? * In what ways do artists use the natural world for inspiration? |
| **Assessment**  Criterion A: Knowledge & Understanding  Assessment tasks:   * Students will complete an art analysis on the lino print ‘Boy and Girl’ by Barbara Hanrahan. This assessment will address social, cultural and personal contexts, the elements of art and explain how their own artworks are influenced.   **Criterion B: *Application***  Assessment tasks:   * Developmental Workbook (Ideas generation, Design development, Media testing) * Media experiments that demonstrate understanding of the elements of art. * Planning and execution of lino print   **Criterion C: *Reflection & Evaluation***  Assessment tasks: Developmental Workbook (Annotations, Evaluations) | **Assessment**  Criterion A: Knowledge & Understanding  Assessment tasks:   * Students will complete an art analysis on the watercolour painting ‘Save The Whales’ by the artist Hundertwasser. This assessment will address social, cultural and personal contexts, the elements of art and explain how their own artworks are influenced.   Criterion B: *Application*  Assessment tasks:   * Developmental Workbook (Ideas generation, Design development, Media testing) * Media experiments that demonstrate understanding of the pigmented inks and watercolour paints. * Planning and execution of watercolour painting   Criterion C: Reflection & Evaluation  Assessment tasks: Developmental Workbook (Annotations, Evaluations) |

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| --- | --- | --- | --- |
| **Criterion D: *Personal Engagement***  Personal engagement throughout the entire project (curiosity, initiative, receptiveness, time management, presentation of work, interaction with peers). | | Criterion D: Personal Engagement  Personal engagement throughout the entire project (curiosity, initiative, receptiveness, time management, presentation of work, interaction with peers). | |
| **Australian Curriculum/NTCEF** | | **Australian Curriculum/NTCF** | |
| **Strand**  VA  VA  VA  VA | **Number**  3.1  3.2  3.3  3.4 | **Strand**  VA  VA  VA  VA | **Number**  3.1  3.2  3.3  3.4 |

# Year 7 MYP Arts 3D 2011

|  |  |
| --- | --- |
| **Term 1 & 3** | **Term 2 & 4** |
| **Unit Title**  Animal, Vegetable & Mineral | **Unit Title**  Exquisite Beasts |
| **Significant Concept**  Translating the natural environment | **Significant Concept**  Making the impossible possible |
| **MYP Unit Question**  How might I create a decorative and functional ceramic artwork inspired by Australian plants and animals? | **MYP Unit Question**  How might I create an original papier mache’ sculpture by combining elements from a variety of known organic life forms? |
| **Area of Interaction**  **Environment**   * How do artists use the natural environment for inspiration? * Reflection on what ceramic art can tell me about the natural world. * Create artworks that visually reflect the natural environment. | **Area of Interaction**  **Human Ingenuity**   * How do artists combine existing elements to create original ideas? * Reflection on how sculpture has been influenced by knowledge. * Create artworks that respond to personal synectic investigations. |
| **Assessment**  Criterion A: Knowledge and understanding   * Written Art Analysis (Merran Esson Internet Research Assignment)   Criterion B: *Application*   * + Developmental Workbook (Ideas generation, Design development, Media testing)   + Final ceramic artwork   Criterion C: Reflection & Evaluation   * + Assessment tasks: Developmental Workbook (Annotations, Evaluations)   Criterion D: Personal Engagement   * Personal engagement throughout the entire project (curiosity, initiative, receptiveness, time management, presentation of work, interaction with peers). | **Assessment**  Criterion A: Knowledge and understanding   * Developmental Workbook (Evolution research, Patricia Piccinnini Analysis Worksheet, Evaluations)   Criterion B: *Application*   * Developmental Workbook (Ideas generation, Design development, Media testing) * Final papier mache’ sculpture   Criterion C: Reflection & Evaluation   * Developmental Workbook (Annotations, Evaluations)   Criterion D: Personal Engagement   * Personal engagement throughout the entire project (curiosity, initiative, receptiveness, time management, presentation of work, interaction with peers). |

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| **Australian Curriculum/NTCEF** | | **Australian Curriculum/NTCF** | |
| **Strand**  VA  VA  VA  VA | **Number**  3.1  3.2  3.3  3.4 | **Strand**  VA  VA  VA  VA | **Number**  3.1  3.2  3.3  3.4 |

# Year 7 MYP Arts - Dance 2011

|  |  |  |  |
| --- | --- | --- | --- |
| Term 1 | Term 2 | Term 3 | Term 4 |
| Unit Title  Dancing for Fun and Fitness | Unit Title  Creative Teams | Unit Title  Dancing for Fun and Fitness | Unit Title  Creative Teams |
| Significant Concept  Dancing is a fun way to maintain fitness | Significant Concept  Teamwork is an essential life skill. | Significant Concept  Dancing is a fun way to maintain fitness | Significant Concept  Teamwork is an essential life skill. |
| MYP Unit Question  How can regular fun dancing increase my fitness level? | MYP Unit Question  How can I be an effective member of a successful creative team? | MYP Unit Question  How can regular fun dancing increase my fitness level? | MYP Unit Question  How can I be an effective member of a successful creative team? |
| Area of Interaction  Health and Social Education  Awareness and understanding of: ourselves – including issues such as personal management (fitness), self-esteem and growing up  Reflection on ourselves – including issues such as personal management (fitness), self-esteem and growing up  Making Choices in terms of: Looking after ourselves, including diet and exercise (fitness) | Area of Interaction  **Human ingenuity (formerly *homo faber*)**•  **awareness and understanding of:** the processes involved in innovation, creation, development and change  • the individual desire to create, develop or change things  **reflection on:** • the impact of innovation and creation on individuals, communities, societies and the world  **taking action to:** create solutions and products to solve own **a**nd others’ problems **-** think creatively. | Area of Interaction  Health and Social Education  Awareness and understanding of: ourselves – including issues such as personal management (fitness), self-esteem and growing up  Reflection on: ourselves – including issues such as personal management (fitness), self-esteem and growing up  Making Choices in terms of: Looking after ourselves, including diet and exercise (fitness) | Area of Interaction  **Human ingenuity (formerly *homo faber*)**•  **awareness and understanding of:** the processes involved in innovation, creation, development and change  • the individual desire to create, develop or change things  **reflection on:** • the impact of innovation and creation on individuals, communities, societies and the world  **taking action to:** create solutions and products to solve own **a**nd others’ problems **-** think creatively. |
| Assessment  Journal (Development Workbook) and  Learn and Perform 4 Party Dances   1. Bus Stop 2. Nutbush 3. Penguin 4. Step-ball-step (a childhood dance) | Assessment  Journal (Development Workbook) and  In small groups (3 or 4 in a group) choreograph, rehearse and perform a 2 minute dance piece. | Assessment  Journal (Development Workbook) and  Learn and Perform 4 Party Dances   1. Bus Stop 2. Nutbush 3. Penguin 4. Step-ball-step (a childhood dance) | Assessment  Journal (Development Workbook) and  In small groups (3 or 4 in a group) choreograph, rehearse and perform a 2 minute dance piece. |

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| --- | --- | --- | --- | --- | --- | --- | --- |
| Australian Curriculum/NTCEF | | Australian Curriculum/NTCF | | Australian Curriculum/NTCF | | Australian Curriculum/NTCF | |
| Strand  Dance | Number  Cra 3.1 Creating Arts Ideas  Da 4.2 Arts skills and Processes | Strand  Dance | Number  Cra 3.1 Creating Arts Ideas  Res 3.1 Arts and Responses  Da 4.2 Arts skills and Processes | Strand  Dance | Number  Cra 3.1 Creating Arts Ideas  Da 4.2 Arts skills and Processes | Strand  Dance | Number  Cra 3.1 Creating Arts Ideas  Res 3.1 Arts and Responses  Da 4.2 Arts skills and Processes |

# Year 7 MYP Arts - Drama 2011

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| --- | --- | --- | --- |
| Term 1 and 2 | | Term 3 and 4 | |
| Unit Title  Scripted/Improvised Drama  Improvised – term 1 focus  Scripted – term 2 focus | | Unit Title  Scripted/Improvised Drama  Improvised – term 3 focus  Scripted – term 4 focus | |
| Significant Concept  There are a range of strategies to improve creative thinking and processes | | Significant Concept  There are a range of strategies to improve creative thinking and processes | |
| MYP Unit Question  How can I transform my voice, body and appearance using scripted and unscripted Drama skills? | | MYP Unit Question  How can I transform my voice, body and appearance using scripted and unscripted Drama skills? | |
| Area of Interaction  Human Ingenuity | | Area of Interaction  Human Ingenuity | |
| Assessment  Theatre Sports – unscripted performance  Ancient Greek (episode, stasimon) – scripted performance  Set/Costume design  Journal – development workbook | | Assessment  Theatre Sports – unscripted performance  Ancient Greek (episode, stasimon) – scripted performance  Set/Costume design  Journal – development workbook | |
| Australian Curriculum/NTCEF | | Australian Curriculum/NTCF | |
| Strand  Drama | Number  Cra 3.1 Creating arts ideas  Res 3.1 Arts Responses and Analysis | Strand  Drama | Number  Cra 3.1 Creating arts ideas  Res 3.1 Arts Responses and Analysis |

# Year 7 MYP English 2011

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| Term 1 | Term 2 | Term 3 | Term 4 |
| Unit Title  What does my future hold? | Unit Title  Identity | Unit Title  Ancient Greek Theatre | Unit Title  Conflict |
| Significant Concept  Connections | Significant Concept  Difference | Significant Concept  Communication | Significant Concept  Environment |
| MYP Unit Question  How are humans connected over time? Does literature provide that connection? | MYP Unit Question  What do we as individuals bring to our community? | MYP Unit Question  How does theatre express human emotion and spirituality? | MYP Unit Question  What impact does conflict have on both the environment and people? |
| **Area of Interaction**  **Health and Social Education**  **Understanding and reflection on:**  Understanding ourselves – including issues such as personal management self esteem and growing up  **Making choices in terms of:**  Ourselves and the wider society – including behaviour and ethics | Area of Interaction  **Human Ingenuity**  **Awareness of** the individual’s desire to create, develop or change things  **Reflection on** the impact of innovation and creation on individuals, communities and the world | Area of Interaction  **Human Ingenuity**  **Awareness and understanding of** the individual desire to create and the processes involved in creation.  **Taking action to** think creatively | Area of Interaction  **Environment**  **Awareness and understanding of** the effects of our actions via the reading of literature  **Reflection on** our responsibilities to our environments via the reading of literature |
| Assessment  **Creative Writing Activity** – will focus on what connections there are in time that link the lives of young people (750 -1000 words). Sci Fi? Time travel? Historical fiction? Create word banks. Read short stories and other examples of creative writing.  **Digital Story** – this will express both *your* identity and the environment in which you live through *a* study of literature. This will encompass wider reading. (1000 words equivalent)  Must give class time to finish these tasks | Assessment  **Radio Programme**. Oral Personal Response: in groups of 2 or 3 design and record a community radio programme that assesses the students’ understanding and knowledge of the key concept of **Identity** and **that a Community is Defined by Difference**. The assessment is to be based on the students’ wider reading, which should consider in relation to the concept what motivates a person to write about their identity and the community in which they live. What topics in written and visual works challenge our ideas of community?  Reading circles and book clubs within their group and possibly one or two other groups linked by common themes. | Assessment  **Pastiche:** Write and perform a short play or scene that imitates the style of an ancient Greek play and explores human emotion and spirituality. This is to be either a Tragedy or a Satire as per the requirements of the Festival of Dionysus. The scene should be performed in costume.  **Wider Reading** linked to the performing arts. This could be a film, play or novel with a theatre or a film set as part of its setting.  Must give class time to finish these tasks | Assessment  **Essay** on the text read and studied in class as a shared text.  **Wider Reading** on TWO texts chosen independently by the student. This may be in the form of a scrapbook or journal linked to the issue of environment and/or conflict.  Must give class time to finish these tasks |

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|  | | Supporting documents for Oral Presentation: Reading journal, survey, report, research  10 to 15 minutes long as a radio programme.  **Open Letter.** Based on a reading of the class text, write an open letter about what needs to happen to make a community better. 500 – 750 words. Ideas should come from texts studied in class- visual and written.  Must give class time to finish these tasks. | |  | |  | |
| Australian Curriculum | | Australian Curriculum | | Australian Curriculum | | Australian Curriculum | |
| Language  Literature Literacy | 1  *2*, 4  1,7, 8 | Language  Literature Literacy | 2, 7  3,5  2,3,7,8,9 | Language  Literature Literacy | 4  2,3  1, 8, 9 | Language  Literature  Literacy | 5, 7, 10  3, 4  4, 5, 7 |

# Year 7 MYP French / Spanish / Indonesian 2011

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| --- | --- | --- | --- |
| Term 1 | Term 2 | Term 3 | Term 4 |
| Unit Title  Connecting with others - WORDS | Unit Title  Getting to know neighbours and the community - ADJECTIVES | Unit Title | Unit Title |
| Significant Concept  Connections ( Harmony Day ) | Significant Concept  Difference | Significant Concept  Communication | Significant Concept  Environment |
| **MYP Unit Question**  How do I effectively connect with others? | **MYP Unit Question**  How is difference represented in communities? | **MYP Unit Question**  How do I communicate with others? | **MYP Unit Question**  How does my environment determine who I am? |
| **Area of Interaction**  Approaches to Learning from P into P  pp 22 – 25   * Organisation * Collaboration * Reflection   Community and service from pp 25 – 27 of P into P  \* Community awareness and understanding  \* Reflection on  \* Involvement through service | **Area of Interaction**  Approaches to Learning from P into P  pp 22 – 25   * Organisation * Collaboration * Reflection   Community and service from pp 25 – 27 of P into P  \* Community awareness and understanding  \* Reflection on  \* Involvement through service | **Area of Interaction**  Approaches to Learning from P into P  pp 22 – 25   * Collaboration * Information literacy * Reflection | **Area of Interaction**  Approaches to Learning from P into P  pp 22 – 25   * Collaboration * Thinking * Transfer |
| **Assessment**  Criterion A: *Speaking and Listening* – message and interaction.  Criterion B: *Speaking* – language.  Get to know a number of people in your class by interviewing them about themselves. See if you connect. Questions and Responses in the target language.  This is an in-lesson task, presented in class, but which will need to have been planned, prepared and revised for homework. | **Assessment**  **Criterion C**: ***Writing*** – message and organisation.  Criterion D: *Writing* – language.  Create and present a PROFILE of at least two people you would come across in a French / Indonesian or Spanish community.  This is an out-go- lesson task to be prepared and handed in. |  |  |

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| Criterion D: *Writing* – language.  Write a description / portrait of two people in the above task and two imaginary / fantasy people. Add a visual for each of the four people. Think about how you connect with these people and later reflect in your Journal.  This is an out-of­­- lesson task to be prepared and handed in. | | Criterion E: Reading Comprehension.  Two texts based on the semester’s work with Questions and Reflection. This is an in-class task. | |  | |  | |
| **Australian Curriculum/NTCEF** | | **Australian Curriculum/NTCF** | | **Australian Curriculum/NTCF** | | **Australian Curriculum/NTCF** | |
| Strand | Number | Strand | Number | Strand | Number | Strand | Number |

# Year 7 MYP Mathematics - 2011

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Term 1 | | Term 2 | | Term 3 | | Term 4 | |
| Unit Title  Connections | | Unit Title  Relationships | | Unit Title  Communication | | Unit Title  Structure | |
| Significant Concept  Sequential values are familiar to us. Number and algebra are connected. Rules work for unknown values as well as for familiar numbers. | | Significant Concept  As patterns alter we can model the changing relationship between variables through a combination of equations, formulae, graphs and diagrams. | | Significant Concept  Picking numerical information apart to reveal the ‘hidden story’ that lies beneath the surface tables of data. | | Significant Concept  Familiar geometrical forms share properties that allow us to combine them into structures that are greater than the elements that they are composed of. | |
| MYP Unit Question  **Is 1 to 2 the same as a to b?** | | MYP Unit Question  Can we model how relationships change? | | MYP Unit Question  Is there a hidden meaning to what I see? | | MYP Unit Question  Does it fit? | |
| Area of Interaction  Human Ingenuity – to promote awareness and understanding of the elements of communication, technology, thought, art and culture and to reflect upon these in the context of mathematical patterns. | | Area of Interaction  Human Ingenuity - to promote awareness and understanding of the elements of communication, technology, thought, art and culture and to reflect upon these in the context of mathematical modelling. | | Area of Interaction  Health and Social education – to consider our place in society and to promote an awareness and understanding of contemporary and historical issues within the NT. | | Area of Interaction  Human Ingenuity - to promote awareness and understanding of the elements of communication, technology, thought, art and culture and to reflect upon these in the context of geometrical forms. | |
| Assessment  End of Term Learning Review.  In class topic assessments and formative tasks.  An extended investigative task based on investigating patterns – 1 assignment.  Tackling a real-life problem to provide opportunities to reflect on their findings – several problems throughout course. Assessed verbally, by class work and through maths journal. | | Assessment  End of Semester Learning Review.  In class topic assessments and formative tasks.  An extended investigative task based on modelling – 1 assignment.  Tackling a real-life problem to provide opportunities to reflect on their findings – several problems throughout course. Assessed verbally, by class work and through maths journal. | | Assessment  End of Term Learning Review.  In class topic assessments and formative tasks.  Extended investigative Statistical tasks – 2 assignments.  Tackling a real-life problem to provide opportunities to reflect on their findings – several problems throughout course. Assessed verbally, by class work and through maths journal. | | Assessment  End of Year Learning Review.  In class topic assessments and formative tasks.  An extended investigative task based on tessellations and geometrical relationships – 1 assignment.  Tackling a real-life problem to provide opportunities to reflect on their findings – several problems throughout course. Assessed verbally, by class work and through maths journal. | |
| Australian Curriculum | | Australian Curriculum | | Australian Curriculum | | Australian Curriculum | |
| Strand  Number and Algebra  Measure and Geometry | Number  2/3  2/5 | Strand  Number and Algebra  Measure and Geometry | Number  1/4/5  4 | Strand  Statistics and Probability | Number  1/2/3/4 | Strand  Number and Algebra  Measure and Geometry | Number  6  1/3 |

# Year 7 MYP Music 2011

|  |  |  |  |
| --- | --- | --- | --- |
| **Term 1 & 2** | | **Term 3 & 4** | |
| **UNIT TITLE**  All about Music | | **UNIT TITLE**  All about Music | |
| **SIGNIFICANT CONCEPT**  Rhythm and Pitch | | **SIGNIFICANT CONCEPT**  Listening, playing and creating | |
| **MYP Unit Question**  How can I express myself and develop musical concepts through the discovery of music from different cultures/ Styles? | | **MYP Unit Question**  How can I express myself and develop musical concepts through the discovery of music from different cultures/ Styles? | |
| **Area of Interaction**  (and student learning expectations)  Environments: Physical, social, political, economic and cultural dimensions.  Reflect on our responsibilities to our environments  Human Ingenuity: Exploring the creativity of human beings.  In what way has humankind developed music?  Students will begin with the development of the understanding of basic notation following to create rhythm and melody patterns. Students demonstrate their musical concepts through performing and presenting their works. | | **Area of Interaction**  (and student learning expectations)  Environments: Physical, social, political, economic and cultural dimensions.  Human Ingenuity: Exploring the creativity of human beings.  Students explore the basics of music through listening, playing, signing and writing**.** There **are** four units on various topics of interest covering different styles of music from classical to rock.  Students design and plan a performance stage and create advertisement music using garage band.  Students develop an ability to experiment with sound source and participate in group practice and rehearsal routine. | |
| **Assessment**  **Criterion A: Knowledge and understanding**  Completing theory booklet from unit 1 to unit 13.  Play notes and songs with recorder.  **Criterion B: Application**  Creation and performance of rhythm and melody piece.  Playing and sing in tune.  **Criterion C: Reflection & Evaluation**  Journal – focus questions, guided entries  **Criterion D: Personal Engagement**  Participate and collaborate class group rehearsal and activities.  Making a booklet of orchestral instruments and researching on “My favourite composer”. | | **Assessment**  **Criterion A: Knowledge and understanding**  Completing theory booklet from unit 14 to 22.  Play songs with recorder.  **Criterion B: Application**  Singing “ The Lion king” and playing “ Merry Poppins” tune with recorder.  **Criterion C: Reflection & Evaluation**  Journal – focus questions, guided entries  **Criterion D: Personal Engagement**  Participate and collaborate class group rehearsal and activities.  Designing and planning a performance stage and researching on “ My favourite Rock Band “ | |
| **NTCF Outcomes**  **Res 3.1 Responses & Analysis**  **SkP 3.1 Art Skills & Processes** | **ACARA Outcomes** | **NTCF Outcomes**  **NTCF Outcomes**  **Res 3.1 Responses & Analysis**  **SkP 3.1 Art Skills & Processes** | **ACARA Outcomes** |

# Year 7 MYP Physical Education 2011

|  |  |  |  |
| --- | --- | --- | --- |
| Term 1 | Term 2 | Term 3 | Term 4 |
| Unit Title  Fitness & Aesthetics | Unit Title  Team Games | Unit Title  Individual Games | Unit Title  International Sports |
| Significant Concept  Components of Fitness  Gymnastics  Synchronised Swimming | Significant Concept  Soccer, AFL, Touch, Basketball, Netball, Volleyball | Significant Concept  Badminton, Athletics, Swimming | Significant Concept  European Handball  Gaelic Football  Sepak Takraw |
| MYP Unit Question  What do I need to consider to improve my aerobic capacity? | MYP Unit Question  What is the core of good teamwork? | MYP Unit Question  How true is the belief that we need a balance between mind and body? | MYP Unit Question  How and why do systems of a game or sport develop? |
| **Area of Interaction**  Health and Social Education | **Area of Interaction**  Community & Service | **Area of Interaction**  Health & Social Education | **Area of Interaction**  Human Ingenuity |
| **Assessment**  Fitness Testing Report:  Aerobic Capacity – Vo2max  Flexibility – Sit & Reach  Speed – 40m sprint  Agility – Illinois Agility Test  Write a report to improve your fitness  ***Gymnastics Routine:***  Compose a 30 second routine  Criterion A  Demonstrate an understanding of the various principles that contribute to fitness  Criterion B  Link movements in order to compose aesthetic sequences, taking into account the concepts of space, time, level, force and flow | **Assessment**  Zone Defence & Counter Attacks:  Demonstrate an understanding of these concepts through your play in at least one of the sports played this term  Criterion C  Apply tactics, strategies and rules in both individual and group situations  Criterion D  Communicate effectively, including verbal and non-verbal forms of communication | **Assessment**  Wellness Reflection:  Reflect on how physical education can directly and indirectly influence wellness.  Criterion C  Demonstrate the skills and techniques necessary for active participation in a variety of physical activities  Criterion A  Use their knowledge to analyse situations and solve problems | **Assessment**  Design a Game:  Design a new game in small groups and teach it to the class  Criterion D  Take responsibility for their own learning process and demonstrate engagement with the activity  Criterion A  Use physical education terminology in context |

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| **NTCF Outcomes** | | **NTCF Outcomes** | | **NTCF Outcomes** | | **NTCF Outcomes** | |
| **PA 2.1** | **Movement**  demonstrate control in  performing sequences of  simple movement patterns | **PA 1.2** | **Games**  demonstrate basic motor  skills in using equipment  safely in a variety of play  activities and games | **PA 2.4** | **Participation**  identify and discuss physical  activities that family and  friends participate in to be  physically active | **PA 3.2** | **Games**  perform motor skills  proficiently and participate  fairly and safely in modified  games and sports |
| **PA 2.3** | **Fitness**  actively participate in  activities designed to develop  aspects of fitness, such as  cardio-respiratory, flexibility  and strength |  |  |  |  |  |  |

# Year 7 MYP Science - 2011

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| --- | --- | --- | --- |
| Term 1 | Term 2 | Term 3 | Term 4 |
| Unit Title  Thinking Scientifically | Unit Title  ELLi a study in learning power | Unit Title  Junior rangers | Unit Title  My Chemical Romance |
| Significant Concept  Thinking Skills | Significant Concept  Learning Power | Significant Concept  **Community - We all depend on each other to get the balance right**  (We are all in this together) | Significant Concept  Structures, Patterns and Systems  Matter is the gateway to bigger chemistry issues. |
| MYP Unit Question  What thinking skills do we need in Science? | MYP Unit Question  How can I be a powerful inquirer ? | MYP Unit Question  How can we plan for a sustainable environment? | MYP Unit Question  How has chemists and chemistry helped society? |
| Area of Interaction  Health and Social Education  Explore the need of safety in a science laboratory to prevent injury.  **Awareness and understanding of:** the importance of safety  **Making choices in terms of:**  Understanding ourselves-including self control or needs and wants  **Reflection on:** looking after ourselves | Area of Interaction  Health and social education  **Awareness and understanding of**: ourselves and ability to grow  **Reflection on:** our ability to grow  **Making choices in terms of:** taking responsibility for personal growth | Area of Interaction  **Community and Service**  **Community awareness and understanding of:**  individuals in communities—including the role of the individual  **Reflection on:**  responsibilities—using personal strengths to enhance communities,  I**nvolvement through service in terms of:**  being an active contributor— including showing willingness and the skills to respond to the needs of others, coming up with solutions to actively resolve issues within communities. | Area of Interaction  Human Ingenuity  **Awareness and understanding:**  The individual desire to create, develop or change over time.  **Reflection on:** the impact of scientific discovery  **Taking action to**:  identify solutions and products created by scientists |

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| Assessment  Safety poster-formative  Bunsen Burner licence theory test-summative  Bunsen Burner licence practical test-summative  Book work  Mixing and separating practical assignment summative  Learning Dimension criteria (EVIDENCE FOR ELLI)  Learning perception mind map (EVIDENCE FOR ELLI) | | Assessment  Inquiry project relating to science (design and solve a problem)- pushing out their learner profile  Peer Teaching assessment | | Assessment  **Task 1**: Classification and Microscopes Test (Objective B,C) (Week 5)  **Task 2**: Collage: Ecosystem (Objective B,F) (Week 7)-formative  **Task 3**: Frog pond assessment – sketch, classification, and sustainability plan (Objective A, B, C, F)(Week 8) | | Assessment  Matter test- The building blocks of matter (week 5)  Oral- History of Chemistry by researching a famous chemist. (week 8) | |
| Australian Curriculum/NTCF | | Australian Curriculum/NTCF | | Australian Curriculum/NTCF | | Australian Curriculum/NTCF | |
| Strand  Science Inquiry skills  Science as human endeavour  Science Understanding | Number  4, 8  1  ,9 | Strand  Nature of Science  Science Inquiry skills | Number  1  1, 2,3,4,5,6,7,9 | Strand  Science Inquiry skills  Science Understanding | Number  1,2,4,5,8,9  2 | Strand  Science Inquiry skills  Science as human endeavour  Science Understanding | Number  8, 10  4  7,8 |

# Year 7 MYP Technology – Design 2011

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| **Term 1 & 3** | **Term 2 & 4** |
| **Unit Title**  Crazy Logos | **Unit Title**  The Other Me. |
| **Significant Concept**  Identity / Visual Language | **Significant Concept**  The other Me (alter egos) |
| **MYP Unit Question**  What is a Logo and how is it created? | **MYP Unit Question**  How do I turn my alter ego into a character? |
| **Area of Interaction**  Health and social education | **Area of Interaction**  Human ingenuity |
| **Assessment**  Criterion A: Investigate   * A written design brief for a company’s new logo to the specifications set out on the assignment sheet. * Answer questions on the assignment sheet about logos * Collect and evaluate images of Logos to the specifications on the assignment sheets.   Criterion B: Design   * Three separate concepts for logos * Evaluation of each design * Final refined design and justification   Criterion C: Plan   * A comprehensive plan explaining the steps required to produce the finished design. | **Assessment**  Criterion A: Investigate   * A written design brief for an alter ego designer toy to the specifications set out on the assignment sheet. * Research into Alter Egos. * Answer questions on the assignment sheet about designer toys. * Collect and evaluate images of Designer Toys to the specifications on the assignment sheets.   Criterion B: Design   * Three separate concepts for logos * Evaluation of each design * Final refined design and justification including a front view, back view and side view. * Instructions and Trials of Isometric Drawing. * Instructions and Trials of Orthogonal drawing.   Criterion C: Plan   * A comprehensive plan explaining the steps required to produce the finished design. |

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| Criterion D: Create   * 5 print outs of the stages of the making of the design in Adobe Illustrator. * Annotations on your development * Documentation of the testing of the finished design by re-arranging the elements of the design and colour trials. * Annotations on the testing of the design. * Colour Print of a final design.   Criterion E: Evaluate   * Evaluate the design against the brief. * Evaluation of performance against each stage of the design cycle.   Criterion F: Attitudes in Technology   * Show motivation and a positive attitude. * Work safely and cooperatively in the classroom with specialist materials. | | Criterion D: Create   * 5 print outs of the stages of the making of the design in Adobe Illustrator. * Annotations on your development * Documentation of the testing of the finished design by re-arranging the elements of the design and colour trials. * Annotations on the testing of the design. * Colour Print of a final design. * Orthogonal Drawing of the designer toy * Isometric Drawing of the Designer Toy   Criterion E: Evaluate   * Evaluate the design against the brief. * Evaluation of performance against each stage of the design cycle.   Criterion F: Attitudes in Technology   * Show motivation and a positive attitude. * Work safely and cooperatively in the classroom with specialist materials. | |
| **Australian Curriculum/NTCEF** | | **Australian Curriculum/NTCF** | |
| **Strand**  DPC  DPC  DPC  DPC  DPC | **Number**  3.1  3.2  3.3  3.4  3.5 | **Strand**  DPC  DPC  DPC  DPC  DPC | **Number**  3.1  3.2  3.3  3.4  3.5 |

# Year 7 MYP Technology – Textiles 2011

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| **Term 1 & 3** | **Term 2 & 4** |
| **Unit Title**  Enviro Bag | **Unit Title**  Softies |
| **Significant Concept**  Aesthetic or Function? | **Significant Concept**  Object Transformation |
| **MYP Unit Question**  How can I make an environmentally friendly bag that is aesthetically pleasing and functional? | **MYP Unit Question**  How might I transform an object into a soft toy that has its own personality and character? |
| **Area of Interaction**  Environment | **Area of Interaction**  Human Ingenuity |
| **Assessment**  Criterion A: Investigate   * At least 2 pages of inspirational images of Enviro bags that already exist * Answer questions from Assignment sheet about 2 different Enviro bags   Criterion B: Design   * A brainstorm of the possible aesthetics for a screen-print * 3 Ideas developed into possible designs * 1 Final design with justification and evaluation   Criterion C: Plan   * A comprehensive plan for making the Enviro Bag   Criterion D: Create   * Create a trial Screen - print according to your plan * Evaluate the effectiveness of the print and make changes where needed * Create final Enviro Bag | **Assessment**  Criterion A: Investigate   * At least 2 pages of inspirational images of softies that already exist * Answer questions from Assignment sheet about 3 different characters   Criterion B: Design   * A brainstorm of the possible objects you could turn into characters * 3 Ideas developed into possible designs * 1 Final design with justification and evaluation   Criterion C: Plan   * A comprehensive plan for making the softie   Criterion D: Create   * Create a mock up Softie according to your plan * Evaluate the effectiveness of the mock up and make changes where needed * Create final Softie |

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| Criterion E: Evaluate   * Written and visual evaluations throughout the Design cycle in the Design Folder * A Self Evaluation of your final Enviro Bag in the Design Folder   Criterion F: Attitudes in Technology   * Personal engagement throughout the entire design cycle. | | Criterion E: Evaluate   * Written and visual evaluations throughout the Design cycle in the Design Folder * A Self Evaluation of your final Softie in the Design Folder   Criterion F: Attitudes in Technology   * Personal engagement throughout the entire design cycle. | |
| **Australian Curriculum/NTCEF** | | **Australian Curriculum/NTCF** | |
| **Strand**  DPC  DPC  DPC  DPC  DPC | **Number**  3.1  3.2  3.3  3.4  3.5 | **Strand**  DPC  DPC  DPC  DPC  DPC | **Number**  3.1  3.2  3.3  3.4  3.5 |

# Year 7 IB MYP Humanities 2011

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| **Term 1** | **Term 2** | **Term 3** | **Term 4** |
| Unit Title  Uncovering the past | Unit Title  The Ancient World | Unit Title  (Community and geog, civics)??? | Unit Title  Think Global, Act Local |
| **Significant Concept**  Connections | **Significant Concept**  Relationships??Connections cont? | **Significant Concept**  Community & Responsibility? | **Significant Concept**  Sustainable Environments |
| **MYP Unit Question**  How do we uncover the mysteries of the past? | **MYP Unit Question**  What have been the legacies from Ancient societies**?** | **MYP Unit Question**  What does my government do for me? | **MYP Unit Question**  We need to reduce our consumption of resources if we are to maintain the quality of our environment. |
| **Area of Interaction**  Human Ingenuity   * *Awareness of: the processes involved in innovation, creation, development a d change* * *Reflect on: how subjects have ”ways of thinking”* * *Take action to: think creatively* | **Area of Interaction**  Human ingenuity   * *Awareness of: the meaning of ingenious (cultural)* * *Reflect on: the impact of innovation and creation on individuals, communities, societies and the world.* * *Take action on:??* | **Area of Interaction**  Environment   * *Awareness of: the physical, social, political, economic and cultural dimensions (of our built environment – Darwin)* * *Reflect on: our responsibilities to our environments/the lifestyle implications of making environmental choices* * *Take action on: a range of issues related to (local) environment* | **Area of Interaction**  Environment   * *Awareness of: the effects of our actions, attitudes & constructs, such as sustainable development & conservation.* * *Reflect on: our responsibilities to our environments/how we can make informed & responsible choices* * *Take action to: affect my environment in a positive way* |
| **Assessment**  **1.** **Topic test** using SOSE Alive 1 class and homework activities as a knowledge bank. Eg what is an archaeologist, skills of a historian, primary and secondary source analysis, and timeline.  **2.** **Homework & bookwork** based on textbook activities | **Assessment**  **1. Inquiry** into an aspect of ancient culture (rituals, fashion, customs, food), with presentation of an “artefact” .  **2. Test or Short research** on an innovation from ancient Asian civilization presented as poster.  **3. Homework & bookwork** | **Assessment**  **Board Game** based on students understanding of local, territory and federal politics **- cannot keep!**  1. **Letter to Local Member** (base on a community issue and understanding how the 3 levels of gov’t work)  **2. Test** - Mapping test interpreting maps from local and comparative study  **3. Homework and bookwork** | **Assessment**  1. **Local Issues** **Survey** and graphinghousehold consumption and ecological footprint of students own family  2. **Think Global, Act Local** Guide to Sustainability in Darwin (Annotated Bibliography) |

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| **Australian History Curriculum** | | **Australian Curriculum** | | **Draft Australian Geography Curriculum** | | **Draft Australian Geography Curriculum** | |
| Historical understandings | Evidence, Cause and effect, Perspectives, Empathy, Contestability | Historical understandings | Continuity & change, perspectives, Significance, Contestability, Empathy, | Place:  Investigating the population and community structure of the neighbourhood.  Comparative analysis of the local place with other local-scale places | Space: Investigating the places and spaces that students use (including on-line spaces) | Environment: Investigating the environmental impact of housing & household consumption |  |
| Historical skills | 1, 2, 5, 7, 8, 9, 10 | Historical skills | 1, 2, 3, 4, 6, 7, 8, 9, 11, 12 |  |  |  |  |
|  | | | | | | | |
| **MYP Humanities Objectives** | | | | | | | |
| Concept - Time | * Understand different perceptions of time * Demonstrate an awareness of chronology that links people, places and events through times | Concept - Time | * Show an understanding of people in past societies | Concept – Place and Space | * Recognise, describe & explain patterns and relationships in space, including natural & human environments * Recognize & explain similarities and differences between places. | Concept - Change | establish & explain links between causes, processes & consequences |
| Skills - Analysis | * Analyse & interpret information from a wide range of sources | Skills – Technical  Investigative | * Observe, select & record relevant information from a wide range of source * Plan, carry out and present individual investigation | Skills -Technical | * Use sources, such as maps, graphs, tables, atlases, photographs & statistic in a critical manner | Skills – Analytical  Technical | * Identify key questions, problems and issues * Represent information using maps, model, & diagrams, including scale, graphs & tables |

# Year 8 MYP Arts 2D 2011

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| Term 1 | | Term 2 | |
| **Unit Title**  Elements of Art | | **Unit Title**  Hundertwasser – Watercolour Painting | |
| **Significant Concept**  Significant Moments | | **Significant Concept**  Extinction is Forever | |
| **MYP Unit Question**  How do I visually represent significant moments in my life by applying my knowledge of the elements of art? | | **MYP Unit Question**  How can I raise awareness about environmental issues that will have an impact on my future? | |
| **Area of Interaction**  Human Ingenuity   * In what ways can the developmental workbook be used as an approach to learning about art? * How do I plan and organise my work effectively? * What can I create in response to personal ideas or feelings? | | **Area of Interaction**  Environments   * What power do artists have today to communicate environmental issues to the world? * What do I want to change or bring greater awareness to? * In what ways do artists use the natural world for inspiration? | |
| **Assessment**  **Criterion A: Knowledge & Understanding**  Assessment tasks:   * Students will complete an art analysis on the lino print ‘Boy and Girl’ by Barbara Hanrahan. This assessment will address social, cultural and personal contexts, the elements of art and explain how their own artworks are influenced.   **Criterion B: *Application***  Assessment tasks:   * Developmental Workbook (Ideas generation, Design development, Media testing) * Media experiments that demonstrate understanding of the elements of art. * Planning and execution of lino print   **Criterion C: *Reflection & Evaluation***  Assessment tasks: Developmental Workbook (Annotations, Evaluations)  **Criterion D: *Personal Engagement***  Personal engagement throughout the entire project (curiosity, initiative, receptiveness, time management, presentation of work, interaction with peers). | | **Assessment**  **A - Knowledge & Understanding**  Assessment tasks:   * Students will complete an art analysis on the watercolour painting ‘Save The Whales’ by the artist Hundertwasser. This assessment will address social, cultural and personal contexts, the elements of art and explain how their own artworks are influenced.   **Criterion B: *Application***  Assessment tasks:   * Developmental Workbook (Ideas generation, Design development, Media testing) * Media experiments that demonstrate understanding of the pigmented inks and watercolour paints. * Planning and execution of watercolour painting   **Criterion C: *Reflection & Evaluation***  Assessment tasks: Developmental Workbook (Annotations, Evaluations)    **Criterion D: *Personal Engagement***  Personal engagement throughout the entire project (curiosity, initiative, receptiveness, time management, presentation of work, interaction with peers). | |
| **Australian Curriculum/NTCEF** | | **Australian Curriculum/NTCF** | |
| **Strand**  VA  VA  VA  VA | **Number**  3.1  3.2  3.3  3.4 | **Strand**  VA  VA  VA  VA | **Number**  3.1  3.2  3.3  3.4 |

# Year 8 MYP Arts 3D 2011

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| **Term 1 & 3** | **Term 2 & 4** |
| **Unit Title**  Animal,Vegetable & Mineral | **Unit Title**  Exquisite Beasts |
| **Significant Concept**  Translating the natural environment | **Significant Concept**  Making the impossible possible |
| **MYP Unit Question**  How might I create a decorative and functional ceramic artwork inspired by Australian plants and animals? | **MYP Unit Question**  How might I create an original papier mache’ sculpture by combining elements from a variety of known organic life forms? |
| **Area of Interaction**  **Environment**  How do artists use the natural environment for inspiration?  Reflection on what ceramic art can tell me about the natural world.  Create artworks that visually reflect the natural environment. | **Area of Interaction**  **Human Ingenuity**  How do artists combine existing elements to create original ideas?  Reflection on how sculpture has been influenced by knowledge.  Create artworks that respond to personal synectic investigations. |
| **Assessment**  **Criterion A: *Knowledge and understanding***  🞟Written Art Analysis (Merran Esson Internet Research Assignment)  🞟Developmental Workbook (Pueblo Indian research, Evaluations)  **Criterion B: *Application***  🞟 Developmental Workbook (Ideas generation, Design development, Media testing)  🞟 Final ceramic artwork  **Criterion C: *Reflection & Evaluation***  🞟 Assessment tasks: Developmental Workbook (Annotations, Evaluations)    **Criterion D: *Personal Engagement***  🞟Personal engagement throughout the entire project (curiosity, initiative, receptiveness, time management, presentation of work, interaction with peers). | **Assessment**  **Criterion A: *Knowledge and understanding***  🞟Developmental Workbook (Evolution research, Patricia Piccinnini Analysis Worksheet, Evaluations)  **Criterion B: *Application***  🞟Developmental Workbook (Ideas generation, Design development, Media testing)  🞟Final papier mache’ sculpture  **Criterion C: *Reflection & Evaluation***  🞟Developmental Workbook (Annotations, Evaluations)    **Criterion D: *Personal Engagement***  🞟Personal engagement throughout the entire project (curiosity, initiative, receptiveness, time management, presentation of work, interaction with peers). |

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| **Australian Curriculum/NTCEF** | | **Australian Curriculum/NTCF** | |
| **Strand**  VA  VA  VA  VA | **Number**  3.1  3.2  3.3  3.4 | **Strand**  VA  VA  VA  VA | **Number**  3.1  3.2  3.3  3.4 |

# Year 8 MYP Arts - Dance 2011

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| Term 1 | | Term 3 | |
| **Unit Title**  Dance is a part of the Global Village | | **Unit Title**  Dance is a part of the Global Village | |
| **Significant Concept**  Global Connections  Cultural Rituals | | **Significant Concept**  Global Connections  Cultural Rituals | |
| **MYP Unit Question**  Where does dance belong in a global Village? | | **MYP Unit Question**  Where does dance belong in a global Village? | |
| **Area of Interaction**  Environment | | **Area of Interaction**  Environment | |
| **Assessment**  May Pole Dance  Salsa Dance  Pride of Erin (including the Waltz)  Journals (Development Workbook) | | **Assessment**  May Pole Dance  Salsa Dance  Pride of Erin (including the Waltz)  Journals (Development Workbook) | |
| **Australian Curriculum/NTCF** | | **Australian Curriculum/NTCF** | |
| Strand  Dance | Number  Da 4.1 Creating Arts Ideas  Da 4.3 Arts Responses and Analysis  Da 4.4 Arts in Context | Strand  Dance | Number  Da 4.1 Creating Arts Ideas  Da 4.3 Arts Responses and Analysis  Da 4.4 Arts in Context |

# Year 8 MYP Arts - Drama 2011

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| --- | --- | --- | --- |
| Term 1 | | Term 3 | |
| **Unit Title**  Comedy old and new | | **Unit Title**  Comedy old and new | |
| **Significant Concept**  Global Connections  Comedy | | **Significant Concept**  Global Connections  Comedy | |
| **MYP Unit Question**  How do I use old and new comedy conventions in my performances? | | **MYP Unit Question**  How do I use old and new comedy conventions in my performances? | |
| **Area of Interaction**  Community and Service | | **Area of Interaction**  Community and Service | |
| **Assessment**  Survey on comedy requirements  Research – Italian Comedy Requirements  Investigate - Slapstick  Theatre Sports – Performance  Scripted performance  Journal – Development Workbook  Ongoing – Student engagement | | **Assessment**  Survey on comedy requirements  Research – Italian Comedy Requirements  Investigate - Slapstick  Theatre Sports – Performance  Scripted performance  Journal – Development Workbook  Ongoing – Student engagement | |
| Australian Curriculum/NTCF | | Australian Curriculum/NTCF | |
| Strand  Drama | Number  Dr 4.1 Creating Arts Ideas  4.2 Arts and Skills Processes  4.3 Arts Response and Analysis  4.4 Arts in Context | Strand  Drama | Number  Dr 4.1 Creating Arts Ideas  4.2 Arts and Skills Processes  4.3 Arts Response and Analysis  4.4 Arts in contect |

# Year 8 MYP English 2011

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| Term 1 | | Term 2 | | Term 3 | | Term 4 | |
| **Unit Title**  International Stories | | **Unit Title**  Crossing Boundaries | | **Unit Title**  Belonging and Place | | **Unit Title**  The Hero in Me | |
| Significant Concept  Global Connections | | Significant Concept  Boundaries | | Significant Concept  Belonging | | Significant Concept  Heroes | |
| **MYP Unit Question**  How has literature opened my world? | | **MYP Unit Question**  Why does what I read help me cross boundaries? | | **MYP Unit Question**  How do people express their sense of belonging? | | **MYP Unit Question**  Does it take superhuman strength to be a hero? | |
| **Area of Interaction**  **Health and Social Education**  **Awareness and understanding of**: ourselves in the wider community  **Reflection on** ourselves and others  Making choices in terms of ourselves in the wider society | | **Area of Interaction**  **Environments**  **Awareness and understanding of**: the effects of our actions, attitudes and constructs  **Reflection on** our responsibilities to our environment  **Taking action on**: a range of issues related to environments | | **Area of Interaction**  **Health and Social Education**  **Awareness and understanding of** ourselves in the wider community  **Reflecting on** ourselves and others | | **Area of Interaction**  **Human Ingenuity**  **Reflection on** the impact of creation on individuals, communities, societies and the world  **Taking action on** thinking creatively | |
| **Assessment**  **1. Response to Literature Option A:**  Essay on International Text studied in class  **2. Reading Journal**-Read and compare TWO International texts of students’ own choosing. | | **Assessment**  **1. Response to literature Option B**- Oral presentation 3 to 5 minutes  **2. Reflective Journal/Scrapbook** | | **Assessment**  **1. Photo Essay** on the topic of Belonging.  **2. Wider Reading**: Poetry Anthology | | **Assessment**  **1. Creative Response:** Short play or narrative based on a Shakespearean theme.  **2. Wider Reading:** Film Analysis and Novel Study on the Fantasy Genre further exploring the notion of heroes. | |
| **Australian Curriculum** | | **Australian Curriculum** | | **Australian Curriculum** | | **Australian Curriculum** | |
| Language  Literature Literacy | 1, 5, 6, 10, 11, 12  1, 2, 3, 4  1, 3, 4, 5, 6, 7, 8 | Language  Literature Literacy | 5, 7, 8, 9, 11  4, 5  1, 2, 4, 6 | Language  Literature Literacy | 6, 10, 11  1, 2, 4  1, 3, 4, 5, 6, 7, 8 | Language  Literature Literacy | 2, 3, 4, 5, 6, 10, 11, 12  1, 2, 5  1, 2, 4, 9 |

# Year 8 MYP Language B (Indonesian) 2011

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| Term 1 | | Term 2 | | Term 3 | | Term 4 | |
| **Unit Title**  School life | | **Unit Title**  My Day | | **Unit Title** | | **Unit Title** | |
| **Significant Concept**  Global Connections | | **Significant Concept**  Boundaries | | **Significant Concept**  Belonging | | **Significant Concept**  Heroes | |
| **MYP Unit Question**  How am I connected to the world? | | **MYP Unit Question**  What makes my lifestyle/culture unique? | | **MYP Unit Question**  Who am I? | | **MYP Unit Question**  What makes a hero? | |
| **Area of Interaction**  ATL:   * Organisation * Communication * Reflection   Community & Service:   * Community awareness & understanding | | **Area of Interaction**  ATL:   * Organisation * Communication * Reflection   Health & Social Education:   * Ourselves in the wider society * Ourselves and others | | **Area of Interaction**  ATL:   * Organisation * Communication * Reflection   Community & Service:   * Community awareness & understanding | | **Area of Interaction**  ATL:   * Organisation * Communication * Reflection   Human Ingenuity:   * Reflection * Take action | |
| **Assessment**   * Individual oral (speech) [50%] * Reading comprehension [25%] * Writing task [25%] | | **Assessment**   * Interactive oral (role play) [50%] * Reading comprehension [25%] * Writing task [25%] | | **Assessment**   * Individual oral (speech) [50%] * Reading comprehension [25%] * Writing task [25%] | | **Assessment**   * Interactive oral (role play) [50%] * Reading comprehension [25%] * Writing task [25%] | |
| **Australian Curriculum/NTCEF** | | **Australian Curriculum/NTCF** | | **Australian Curriculum/NTCF** | | **Australian Curriculum/NTCF** | |
| Strand | Number | Strand | Number | Strand | Number | Strand | Number |

# Year 8 MYP Mathematics 2011

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| --- | --- | --- | --- |
| Term 1 | Term 2 | Term 3 | Term 4 |
| **Unit Title**  Global Connections | **Unit Title**  Boundaries | **Unit Title**  Belonging | **Unit Title**  Heroes |
| **Significant Concept**  Global connections in terms of the mathematical perception of form (shapes and how they relate to each other) as expressed by different cultures through art, architecture, town planning, jewellery, etc. | **Significant Concept**  Boundaries in terms of the mathematical perception of limits (what value does a pattern tend towards?) as expressed by statistical analysis and risk evaluation. | **Significant Concept**  Belonging in terms of the mathematical perception of ownership and patterns (numbers and terms and how they relate to each other) as expressed by mathematical forms in human society. | **Significant Concept**  Heroes - in terms of the mathematical icons (who is a mathematical hero?) as expressed by those individuals who made critical mathematical breakthroughs. |
| **MYP Unit Question**  Is there a shared global experience of representing form? | **MYP Unit Question**  Where is the risk in my life?  Can I always define where the limits are? | **MYP Unit Question**  Are there patterns formed whenever and wherever people gather? | **MYP Unit Question**  What makes someone a mathematical hero? |
| **Area of Interaction**  Human Ingenuity – to promote awareness and understanding of the elements of communication, technology, thought, art and culture and to reflect upon these in the context of mathematical forms. | **Area of Interaction**  Health and Social Education – to promote awareness and understanding of skills, attitudes, values and to enable students to act upon these in the context of boundaries in mathematics. | **Area of Interaction**  Community and Service – to promote awareness and understanding of the meanings of community and involvement through service and to reflect upon these in the context of mathematics. | **Area of Interaction**  Human Ingenuity – to promote awareness and understanding of the elements of communication, technology, thought, art and culture and to reflect upon these in the context of mathematical heroes. |
| **Assessment**  Formal end of term test in class and formative tasks.  An extended investigative task based on investigating patterns – 1 assignment.  Tackling a real-life problem to provide opportunities to reflect on their findings – several problems throughout course. Assessed verbally, by class work and through maths journal. | **Assessment**  Formal end of semester test in class and formative tasks.  Three extended investigative tasks based on investigating patterns – 3 assignments.  Tackling a real-life problem to provide opportunities to reflect on their findings – 1 assignment. | **Assessment**  Formal end of term test in class and formative tasks.  An extended investigative task based on investigating patterns – 1 assignment.  Tackling a real-life problem to provide opportunities to reflect on their findings – 1 assignment and several problems throughout course. Assessed verbally, by class work and through maths journal. | **Assessment**  Formal end of year test in class and formative tasks.  An extended investigative task based on investigating patterns – 1 assignment.  Tackling a real-life problem to provide opportunities to reflect on their findings – several problems throughout course. Assessed verbally, by class work and through maths journal. |

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| **Australian Curriculum** | | **Australian Curriculum** | | **Australian Curriculum** | | **Australian Curriculum** | |
| Strand  Measure and Geometry | Number  1/2/4/6 | Strand  Number and Algebra  Statistics and Probability | Number  1  1/2/3/4 | Strand  Number and Algebra  Measure and Geometry | Number  3/4/5  3 | Strand  Number and Algebra | Number  2/3/6/7 |

# Year 8 MYP Music 2011

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| --- | --- | --- | --- |
| **Term 1** | | **Term 2** | |
| **UNIT TITLE**  Music Skills Knowledge & Technology | | **UNIT TITLE**  Music Skills Knowledge & Technology | |
| **SIGNIFICANT CONCEPT**  Global Connections | | **SIGNIFICANT CONCEPT**  Global Connections | |
| **MYP Unit Question**  How can I express myself and develop musicianship through the discovery of music from different cultures? | | **MYP Unit Question**  How can I express myself and develop musicianship through the discovery of music from different cultures? | |
| **Area of Interaction**  (and student learning expectations)  Human Ingenuity – exploring the creativity of human beings. Looking at – why do we create?  Understanding: the individual desire to create, develop or change things. Q. How and why do products change over time?  Reflection: The impact of innovation and creation on individuals, communities, societies and the world. Q. What impact have creations had on individuals, societies and the world?  Taking Action: Think creatively. Q. How can I have a personal involvement as an innovator, creator or developer?  Study with focus on selected musical forms from around the world. | | **Area of Interaction**  (and student learning expectations)  Human Ingenuity – exploring the creativity of human beings. Looking at – why do we create?  Understanding: the individual desire to create, develop or change things. Q. How and why do products change over time?  Reflection: The impact of innovation and creation on individuals, communities, societies and the world. Q. What impact have creations had on individuals, societies and the world?  Taking Action: Think creatively. Q. How can I have a personal involvement as an innovator, creator or developer?  Study with focus on selected musical forms from around the world. | |
| **Assessment**  **Criterion A: *Knowledge and understanding***  Students will complete set sheets in music theory, research a chosen music style and culture, learn how to work collaboratively in a music ensemble and prepare pieces for performance  **Criterion B: *Application***  Completion of music theory sheets  Presentation of music pieces as an ensemble.  Completion of technology elements to do with equipment operations  .  **Criterion C: *Reflection & Evaluation***  Students will maintain a journal for the projects.  **Criterion D: *Personal Engagement***  Personal engagement throughout the entire project (curiosity, initiative, receptiveness, time management, presentation of work, interaction with peers). | | **Assessment**  **Criterion A: *Knowledge and understanding***  Students will complete set sheets in music theory, research a chosen music style and culture, learn how to work collaboratively in a music ensemble and prepare pieces for performance  **Criterion B: *Application***  Completion of music theory sheets  Presentation of music pieces as an ensemble.  Completion of technology elements to do with equipment operations  .  **Criterion C: *Reflection & Evaluation***  Students will maintain a journal for the projects.  **Criterion D: *Personal Engagement***  Personal engagement throughout the entire project (curiosity, initiative, receptiveness, time management, presentation of work, interaction with peers). | |
| **NTCF Outcomes**  **Res 3.1 Responses & Analysis**  **SkP 3.1 Art Skills & Processes** | **ACARA Outcomes** | **NTCF Outcomes**  **NTCF Outcomes**  **Res 3.1 Responses & Analysis**  **SkP 3.1 Art Skills & Processes** | **ACARA Outcomes** |

# Year 8 MYP Physical Education 2011

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| Term 1 | Term 2 | Term 3 | Term 4 |
| **Unit Title**  International Sports:  European Handball, Sepak Takraw, | **Unit Title**  Individual Games  Badminton, Athletics, Swimming | **Unit Title**  Team Games  Volleyball, Basketball, Netball, Soccer | **Unit Title**  Fitness & Aesthetics  Dance, Gymnastics, Swimming |
| **Significant Concept**  Global Connections | **Significant Concept**  Boundaries | **Significant Concept**  Belonging | **Significant Concept**  Heroes |
| **MYP Unit Question**  Where did modern sports find their origins? | **MYP Unit Question**  How does the local climate affect my performance? | **MYP Unit Question**  Winning vs Fair Play  Who wins? | **MYP Unit Question**  Why do we need heroes? |
| **Area of Interaction**  Human Ingenuity | **Area of Interaction**  Environments | **Area of Interaction**  Health & Social Education | **Area of Interaction**  Community & Service |
| **Assessment**  ***Groupwork:***  Find a sport from another country and teach it to the class.  ***Criterion A***  Demonstrate an understanding of concepts, strategies, techniques and rules related to a variety of physical activities, and apply them in various contexts.  ***Criterion D***  show respect and sensitivity to their own and different cultures | **Assessment**  ***Climate Investigation:***  Investigate how climatic conditions affect your performance. Demonstrate your understanding of how temperature, humidity, fluid loss, sweating and fatigue.  ***Criterion C***  Demonstrate the skills and techniques necessary for active participation in a variety of physical activities. | **Assessment**  ***Class Debate:***  Winning v Fair play: Which is most important?  ***Teamwork Observation:***  Demonstrate fair play, tolerance, and respect for others during play.  ***Criterion D***  Take responsibility for their own learning process and demonstrate engagement with the activity.  ***Criterion C***  Apply tactics, strategies and rules in both individual and group situations. | **Assessment**  ***Hero Report:***  Write a report on your sporting hero, discussing what attributes they possess that you aspire to.  ***Composition:***  Compose a 45 second dance routine in small groups.  ***Criterion A***  Demonstrate an understanding of the various principles that contribute to fitness, and their importance in various contexts.  ***Criterion B***  Explore movement possibilities and variations in accordance with the principles of a particular  aesthetic activity. |

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| **NCCF Outcomes** | **NCCF Outcomes** | **NCCF Outcomes** | **NCCF Outcomes** |
| **PA 3.3**  **Fitness**  Actively participate in a range of games, activities and sports that develop aspects of fitness | **PA 3.4**  **Participation**  Explore influences that affect their own and others’ participation in physical activity. | **PA 3.2**  **Games**  Perform motor skills proficiently and participate fairly and safely in modified  games and sports | **PA 3.1**  **Movement**  safely perform movement sequences incorporating equipment and displaying |

# Year 8 MYP Science 2011

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| --- | --- | --- | --- | --- | --- | --- | --- |
| Term 1 | | Term 2 | | Term 3 | | Term 4 | |
| **Unit Title**  Cells | | **Unit Title**  HOW CRUDE | | **Unit Title** | | **Unit Title** | |
| **Significant Concept**  Global Connections | | **Significant Concept**  Boundaries | | **Significant Concept**  Belonging | | **Significant Concept**  Heroes | |
| **MYP Unit Question**  How are diseases transmitted | | **MYP Unit Question**  Can humans give up using petroleum a finite resource? | | **MYP Unit Question**  How can organisms be classified? or You are what you eat | | **MYP Unit Question**  Why was Da Vinci a scientific hero? | |
| **Area of Interaction**  Human Ingenuity  **Awareness and understanding:** looking after ourselves with a focus on personal hygiene and disease  **Reflection on** :personal hygiene and disease  **Making choices on** :  ourselves and our interactions with the wider society | | **Area of Interaction**  Environment  **Awareness and understanding of:** the effects of our actions, attitudes and constructs, such as sustainable development and conservation  **Reflection on** : our responsibilities to our environments  **Taking action on**:  a range of issues related to environments | | **Area of Interaction**  Health and Social Education | | **Area of Interaction**  Human Ingenuity  **Awareness and understanding of:** how systems and products change over time  **Reflection on** : a range of systems, solutions and products  **Taking action to**:  think creatively | |
| **Assessment**  Microscope drawing Test  Poster- disease | | **Assessment**  Research task on alternative energy presented as a scientific report.  Practical | | **Assessment** | | **Assessment**  Model machine  Pulleys Practical  Machines test? | |
| **Australian Curriculum/NTCF** | | **Australian Curriculum/NTCF** | | **Australian Curriculum/NTCF** | | **Australian Curriculum/NTCF** | |
| Strand  Science Inquiry Skills  Science as Human Endeavour  Science Understanding | Number  3,4,5,6,8  1,2, 4  1 | Strand  Science Inquiry Skills  Science as Human Endeavour  Science Inquiry Skills | Number  2,3,4,5,6,8  1,2,3  4,6,11 | Strand  Science Inquiry Skills  Science as Human Endeavour  Science Inquiry Skills | Number  1,2,4,5,6  2  1,2 | Strand  Science Inquiry Skills  Science as Human Endeavour  Science Inquiry Skills | Number  1,2,4,5,6,7,8  1,2,4,5  7 |

# Year 8 MYP Technology – Design 2011

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| **Term 1 & 3** | | **Term 2 & 4** | |
| **Unit Title**  Crazy Logos | | **Unit Title**  The Other Me. | |
| **Significant Concept**  Identity / Visual Language | | **Significant Concept**  The other Me (alter egos) | |
| **MYP Unit Question**  What is a Logo and how is it created? | | **MYP Unit Question**  How do I turn my alter ego into a character? | |
| **Area of Interaction**  Health and social education | | **Area of Interaction**  Human ingenuity | |
| **Assessment**  **Criterion A: *Investigate***   * A written design brief for a company’s new logo to the specifications set out on the assignment sheet. * Answer questions on the assignment sheet about logos * Collect and evaluate images of Logos to the specifications on the assignment sheets.   **Criterion B: *Design***   * Three separate concepts for logos * Evaluation of each design * Final refined design and justification   **Criterion C: *Plan***   * A comprehensive plan explaining the steps required to produce the finished design.   **Criterion D: *Create***   * 5 print outs of the stages of the making of the design in Adobe Illustrator. * Annotations on your development * Documentation of the testing of the finished design by re-arranging the elements of the design and colour trials. * Annotations on the testing of the design. * Colour Print of a final design.   **Criterion E: *Evaluate***   * Evaluate the design against the brief. * Evaluation of performance against each stage of the design cycle.   **Criterion F: *Attitudes in Technology***   * Show motivation and a positive attitude. * Work safely and cooperatively in the classroom with specialist materials. | | **Assessment**  **Criterion A: INVE *Investigate***   * A written design brief for an alter ego designer toy to the specifications set out on the assignment sheet. * Research into Alter Egos. * Answer questions on the assignment sheet about designer toys. * Collect and evaluate images of Designer Toys to the specifications on the assignment sheets.   **Criterion B: *Design***   * Three separate concepts for logos * Evaluation of each design * Final refined design and justification including a front view, back view and side view. * Instructions and Trials of Isometric Drawing. * Instructions and Trials of Orthogonal drawing.   **Criterion C: *Plan***   * A comprehensive plan explaining the steps required to produce the finished design.   **Criterion D: *Create***   * 5 print outs of the stages of the making of the design in Adobe Illustrator. * Annotations on your development * Documentation of the testing of the finished design by re-arranging the elements of the design and colour trials. * Annotations on the testing of the design. * Colour Print of a final design. * Orthogonal Drawing of the designer toy * Isometric Drawing of the Designer Toy   **Criterion E: *Evaluate***   * Evaluate the design against the brief. * Evaluation of performance against each stage of the design cycle.   **Criterion F: *Attitudes in Technology***   * Show motivation and a positive attitude. * Work safely and cooperatively in the classroom with specialist materials. | |
| **Australian Curriculum/NTCEF** | | **Australian Curriculum/NTCF** | |
| **Strand**  DPC  DPC  DPC  DPC  DPC | **Number**  3.1  3.2  3.3  3.4  3.5 | **Strand**  DPC  DPC  DPC  DPC  DPC | **Number**  3.1  3.2  3.3  3.4  3.5 |

# Year MYP 8 Technology – Textiles 2011

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| **Term 1 & 3** | **Term 2 & 4** |
| **Unit Title**  Enviro Bag | **Unit Title**  Softies |
| **Significant Concept**  Aesthetic or Function? | **Significant Concept**  Object Transformation |
| **MYP Unit Question**  How can I make an environmentally friendly bag that is aesthetically pleasing and functional? | **MYP Unit Question**  How might I transform an object into a soft toy that has its own personality and character? |
| **Area of Interaction**  Environment | **Area of Interaction**  Human Ingenuity |
| **Assessment**  **Criterion A: *Investigate***   * At least 2 pages of inspirational images of Enviro bags that already exist * Answer questions from Assignment sheet about 2 different Enviro bags   **Criterion B: *Design***   * A brainstorm of the possible aesthetics for a screen-print * 3 Ideas developed into possible designs * 1 Final design with justification and evaluation   **Criterion C: *Plan***   * A comprehensive plan for making the Enviro Bag   **Criterion D: *Create***   * Create a trial Screen - print according to your plan * Evaluate the effectiveness of the print and make changes where needed * Create final Enviro Bag   **Criterion E: *Evaluate***   * Written and visual evaluations throughout the Design cycle in the Design Folder * A Self Evaluation of your final Enviro Bag in the Design Folder   **Criterion F: *Attitudes in Technology***   * Personal engagement throughout the entire design cycle. | **Assessment**  **Criterion A: *Investigate***   * At least 2 pages of inspirational images of softies that already exist * Answer questions from Assignment sheet about 3 different characters   **Criterion B: *Design***   * A brainstorm of the possible objects you could turn into characters * 3 Ideas developed into possible designs * 1 Final design with justification and evaluation   **Criterion C: *Plan***   * A comprehensive plan for making the softie   **Criterion D: *Create***   * Create a mock up Softie according to your plan * Evaluate the effectiveness of the mock up and make changes where needed * Create final Softie   **Criterion E: *Evaluate***   * Written and visual evaluations throughout the Design cycle in the Design Folder * A Self Evaluation of your final Softie in the Design Folder   **Criterion F: *Attitudes in Technology***   * Personal engagement throughout the entire design cycle. |

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| **Australian Curriculum/NTCEF** | | **Australian Curriculum/NTCF** | |
| **Strand**  DPC  DPC  DPC  DPC  DPC | **Number**  3.1  3.2  3.3  3.4  3.5 | **Strand**  DPC  DPC  DPC  DPC  DPC | **Number**  3.1  3.2  3.3  3.4  3.5 |

# Year 8 - IB MYP Humanities 2011

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| **Term 1** | **Term 2** | **Term 3** | **Term 4** |
| **Unit Title**  Natural Environments | **Unit Title**  Human and Natural Interface? | **Unit Title**  Modern Foundations | **Unit Title**  Expanding Horizons |
| **Significant Concept**  Global Connections | **Significant Concept**  Boundaries | **Significant Concept**  Belonging | **Significant Concept**  Heroes ? |
| **MYP Unit Question**  How do environments differ and how do people connect to their environments? | **MYP Unit Question**  Where are the boundaries of the natural environments? What are my responsibilities? How can urban dwellers cross the boundary into wilderness? No longer fits with draft Nat Geog Curric. Term 2 needs rewriting | **MYP Unit Question**  What were the values, beliefs and cultural foundations of this period in time (post ancient and pre modern worlds)?  How did the evolution of social, economic and political systems and models occur within your period?  How does an understanding of the past and the evolution of modern society help us to understand the contemporary world?  (check with a historian) | **MYP Unit Question**  Why did societies come into contact and what were the consequences? (trade and warfare) |
| **Area of Interaction**  Environments  **Awareness of:**  The role our environments play in the lives and well-being of human-kind.  **Reflect on:**  Our responsibilities to our environments.  **Take action to:** ??? | **Area of Interaction**  Environments  **Awareness of:**  The nature and role of local and international organisations responsible for protecting our natural environment.  **Reflect on:**  Our responsibilities to our environments.  **Take action to:**  Make a difference as an individual. | **Area of Interaction**  Human ingenuity  **Awareness of:**  **Reflect on:**  **Take action to:**  ***OR***  **Community and Service Awareness of:**  The concept of community – including what “community” means, how communities are different and how they are similar, what makes a community.  **Reflect on:**  Attitudes – including reflection upon different social patterns and ways of life, showing initiative. | **Area of Interaction**  Human ingenuity  **Awareness of:**  The processes involved in innovation, creation, development a d change.  **Reflect on:**  The impact of innovation and creation on individuals, communities, societies and the world.  **Take action to:**  ???? |

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|  | |  | | **Take action to:**  Being an active contributor – including showing willingness and the skills to respond to the needs of others, coming up with solutions to actively resolve issues within communities????? | |  | |
| **Assessment**   1. Biome **presentation** 2. **Case study** of biomes and issues faced by key stakeholders (need to model using NT example first) 3. **Homework Folio task** | | **Assessment**  1.**Topic Test**  2. **Homework Folio tasks and Bookwork** mark based on whole semester, with regular checks. | | **Assessment**  1. **Topic Test** from Overview of Ancient to Modern World  2**. Inquiry & extended** writing into sustainability/un-sustainability and management of resources of chosen group | | **Assessment**  **1. Week 4 Exam** (Islamic & Western World & some from Asia Pacific)  **2. Homework & Bookwork** mark based on whole semester, and regular checks. (need to build a template and schedule of these checks) | |
| **Draft Australian Geography Curriculum** | | **Draft Australian Geography Curriculum** | | **Australian History Curriculum** | | **Australian Curriculum** | |
| Conceptual Focus = Environments  **Knowledge & Understanding** Understanding and explaining natural environment through the study of world biomes. How people connect to their environment through an international & Australian indigenous perspective. | | Conceptual Focus =Settlement  **Knowledge & Understanding**  Exploring the concepts of settlement and human environments | | Historical understandings |  | Historical understandings |  |
|  |  |  |  | Historical skills |  | Historical skills |  |

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| **MYP Humanities Objectives** | | **MYP Humanities Objectives** | | **MYP Humanities Objectives** | | **MYP Humanities Objectives** | |
| Concept - Place  Global Awareness | * Understand constraints and opportunities afforded by location * Understand that as people interact with their environment, both change * Demonstrate international awareness and intercultural awareness and understanding | Concept – Change | * Recognise that change is inevitable and that the rate of change is relevant to its context | Concepts– Time  Change  Global Awareness | * Demonstrate an awareness of chronology that that links people, places and events through time * Show an understanding of people in past societies * Recognise and explain the similarities and differences that exist between people, places and events through time. * Recognise & explain continuity and change * Understand & explain how environmental, political, economic and social interactions can change levels of sustainability * Demonstrate international awareness and intercultural awareness and understanding | Concept -Systems  Change | * Social Structures and control * The complex and dynamic nature of systems * Recognise & explain continuity and change |

# Year 9 - IB MYP Humanities 2011

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| **Term 1** | **Term 2** | **Term 3** | **Term 4** |
| **Unit Title**  Lifestyles & Livelihood | **Unit Title**  Landscapes and Resources | **Unit Title**  Making a Nation | **Unit Title**  WWI and Civics and Citizenship |
| **Significant Concept**  Ethics | **Significant Concept**  Beauty | **Significant Concept**  Identity and Nationalism | **Significant Concept**  Contribution |
| **MYP Unit Question**  Do my choices matter?  What are the consequences of my choices?  What guides me?  Is it chance or choice? | **MYP Unit Question**  Why do perceptions differ? | **MYP Unit Question**  To what extent was colonial Australian society influenced by the mother country? | **MYP Unit Question**  Contributing and responsibility  What will your verse be? |
| **Area of Interaction**  Health and Social Education   * *Awareness of:* * *Reflect on:* * *Take action to:*   Benefits and stresses caused by social and technological change  Health and social issues in different parts of the world and reflect on how they compare  Political and economic ramification s of health and social issues  How different cultures deal with moral issues and issues.  Understanding contemporary society.  Relationships between societies | **Area of Interaction**  Environments   * *Awareness of:* * *Reflect on:* * *Take action to:* | **Area of Interaction**  Community and Service   * *Awareness of:* * *Reflect on:* * *Take action to:* | **Area of Interaction**  Human Ingenuity   * *Awareness of:* * *Reflect on:* * *Take action to:* |

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| **Assessment** | | **Assessment** | | **Assessment**   1. Annotated Timeline 2. Extended Response (addressing MYP question) 3. Homework | | **Assessment**   1. Examination 2. Homework 3. Extended Response (Simpson’s Prize) | |
| **Draft Australian Geography Curriculum** | | **Draft Australian Geography Curriculum** | | **Australian History Curriculum** | | **Australian Curriculum** | |
| Basic Elements population, settlement and economic geography  Introduce student to some basic principles that explain the geography **Knowledge & Understanding**  Understanding and explaining natural environment through the study of world biomes. How people connect to their environment through an international & Australian indigenous perspective. | | Geomorphology through the study of a particular landscape (river – rapid creek). Landscapes  Conceptual Focus =Settlement  **Knowledge & Understanding**  Exploring the concepts of settlement and human environments | | Making a better world?  Australia and Asia – making a nation  Historical understandings  Historical skills | | WWI – what were the verses that the youth of 1915 wrote?  Responsibilities and contributions to our society –Citizenship  Historical understandings  Historical skills | |
| **MYP Humanities Objectives** | | **MYP Humanities Objectives** | | **MYP Humanities Objectives** | | **MYP Humanities Objectives** | |
| Concept - Place  Global Awareness | Understand constraints and opportunities afforded by location.  Understand that as people interact with their environment, both change.  Demonstrate international awareness and intercultural awareness and understanding. | Concept – Change | Recognise that change is inevitable and that the rate of change is relevant to its context. | Concepts– Time, Change | Show an understanding of people in past societies.  Understand and explain short-term and long-term causes of change.  Recognise & explain continuity and change. | Concept -Systems  Change | Social Structures and control.  The complex and dynamic nature of systems.  Recognise & explain continuity and change. |

# Year 9 MYP Music 2011

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **Term 1** | | **Term 2** | | **Term 3** | | **Term 4** | |
| **UNIT TITLE**  American Broadway Musical *-their socio-cultural successes and influences* | | **UNIT TITLE**  American Broadway Musical *-their socio-cultural successes and influences* | | **Unit Title**  **Investigation on M TV** | | **Unit Title**  **Investigation on M TV** | |
| **SIGNIFICANT CONCEPT**  Evolution of stage entertainments | | **SIGNIFICANT CONCEPT**  Comparison between Theatre musical and Film musical | | **Significant Concept**  Investigating on the MTV: MTV`s significant impact of Popular music to young generation | | **Significant Concept**  Investigating on the MTV: MTV`s significant impact of Popular music to young generation | |
| **MYP Unit Question**  How the American Broadway musical influenced on the aspects of contemporary music and music industries? | | **MYP Unit Question**  How the Broadway musical has evolved to entertainment business and entertainment industries? | | **MYP Unit Question**  How and why Brittany Spire earned 100 Million dollars by singing and dancing in MTV achieving a great success across the world? | | **MYP Unit Question**  How and why Brittany Spire earned 100 Million dollars by singing and dancing in MTV achieving a great success across the world?  Be critical! | |
| **Area of Interaction**  (and student learning expectations)  **Environments**: physical, social, political, economic and cultural dimensions.  Reflect on our responsibilities to our environments  **Human Ingenuity**: exploring the creativity of human beings.  Students explore and study songs from American musicals and various musicals of other country, from early traditional style to the lasts in a modern style. | | **Area of Interaction**  (and student learning expectations)  **Environments**: physical, social, political, economic and cultural dimensions.  **Human Ingenuity**: exploring the creativity of human beings.  Students learn and research on the adaptation and evolution of musical in end of Twenty centuries and musical in current times.  Comparing elements between theatre musical and Film musical. | | **Area of Interaction**  (and student learning expectations)  **Environments**: physical, social, political, economic and cultural dimensions. Reflect on our responsibilities to our environment.  **Human Ingenuity**: exploring the creativity of human beings.  The students research and explore on impact on the [music industry](http://en.wikipedia.org/wiki/Music_industry) and [popular culture](http://en.wikipedia.org/wiki/Popular_culture) which MTv has integrated profoundly into young population.  The students bring a critical perspective from their investigation. | | **Area of Interaction**  (and student learning expectations)  **Environments**: physical, social, political, economic and cultural dimensions. Reflect on our responsibilities to our environment.  **Human Ingenuity**: exploring the creativity of human beings.  The students research on the significant impact of Popular music to young generation.  The students research on the evolution of planet Rock – Rap Hip-hop and techno and integration between the MTV and Politics | |
| **Assessment**  **Criterion A: *Knowledge and understanding***  *Research : the Musical in context* -Genres and styles of the Musical  **Criterion B: *Application***  Creation and performance of rhythm and melody piece.  Performing : Solo/ Ensemble performance.  Practical skills : Aural & theory  **Criterion C: *Reflection & Evaluation***  Reflection : Self –reflection on progress  **Criterion D: *Personal Engagement***  Participate and collaborate class group rehearsal and activities. | | **Assessment**  **Criterion A: *Knowledge and understanding***  The musical investigation: Comparison between theatre musical & film musical ; their socio-cultural successes and influences  **Criterion B: *Application***  Performing : Solo/ Ensemble performance.  Practical skills : Aural & theory  **Criterion C: *Reflection & Evaluation***  Reflection : Self –reflection on skills and skills for performance  **Criterion D: *Personal Engagement***  Participate and collaborate class group rehearsal and activities. | | **Assessment**  **Criterion A: *Knowledge and understanding***  Research: Historical and Cultural context of MTV Part I - II  Music in M TVs : genre and styles-1960s to 1980  **Criterion B: *Application***  Practical skill : Part testing  Performing : Group performance  **Criterion C: *Reflection & Evaluation***  Reflection : Self –reflection on progress  **Criterion D: *Personal Engagement***  Participate and collaborate class group rehearsal and activities.  Making a biography on one of the MTV star | | **Assessment**  **Criterion A: *Knowledge and understanding***  Research: Historical and Cultural context of MTV Part III-IV  Music in M TVs : genre and styles- Black –Latin American music.1990-2000 the destiny children.  **Criterion B: *Application***  Performing : Group performance  Composing : 12 bars  **Criterion C: *Reflection & Evaluation***  Reflection : Self –reflection on skills and skills for performance  **Criterion D: *Personal Engagement***  Participate and collaborate class group rehearsal and activities.  Making a biography on one of the MTV star | | |
| **NTCF Outcomes**  Mu 4.1 Creating Arts Ideas  Mu 4.2 Arts Skills and processes  Mu 4.3 Arts Responses and Analysis  Mu 4.3 Arts in Context | **ACARA Outcomes** | **NTCF Outcomes**  Mu 4.1 Creating Arts Ideas  Mu 4.2 Arts Skills and processes  Mu 4.3 Arts Responses and Analysis  Mu 4.3 Arts in Context | **ACARA Outcomes** | **NTCF Outcomes**  Mu 4.1 Creating Arts Ideas  Mu 4.2 Arts Skills and processes  Mu 4.3 Arts Responses and Analysis  Mu 4.3 Arts in Context | **ACARA Outcomes** | **NTCF O NTCF Outcomes**  Mu 4.1 Creating Arts Ideas  Mu 4.2 Arts Skills and processes  Mu 4.3 Arts Responses and Analysis  Mu 4.3 Arts in Context | **ACARA Outcomes** | |